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Appendix E SCHOOL COVER SHEET - Turnaround Model

School Name: <u>Treadwell Middle School</u> Address: <u>920 N. Highland, Memphis, TN 38122</u>	District Point of Contact (POC) Name & Position: <u>Theresa Utley, Federal Grants Coordinator</u> Phone#: <u>(901) 416-4239</u> Email Address: <u>utleytb@mcsk12.net</u>
School Number: <u>NCES ID 47029402217</u>	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School
Year the school entered Priority status: <u>2012-13</u>	Waiver Request(s): <input type="checkbox"/> Requested for this School <input checked="" type="checkbox"/> Not Requested for this School
Principal's Name SY 2013-14: (Indicate <i>TBD</i> if unknown at this time.) <u>TBD</u> Phone # <u>(901) 416-6100</u> Email Address: <u>TBD</u>	
Amount the LEA is requesting from SY 2013-14 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$ 0
Year 1: SY 2013-14 excluding pre-implementation	\$ 395,133
Year 2: SY 2014-15	\$ 468,562
Year 3: SY 2015-16	\$ 468,562
Three Year Total Budget	\$ 1,332,257

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School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

School Name: <u>Treadwell Middle School</u>			Intervention Model: <u>Turnaround School</u>
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2010-11	2011-12	Student enrollment, including grade level and sub-group enrollment, is based on the district’s end-of-year non-duplicated records for Grades 6-8. Mobility data are maintained by MCS’s Research, Evaluation, Assessment and Student Information (REASI). Attendance, suspension, and expulsion data are drawn from the state Report Cards.
Total student enrollment	<u>312</u>	<u>363</u>	
Grade level enrollment			
<u>Grade 6</u>	<u>97</u>	<u>126</u>	
<u>Grade 7</u>	<u>112</u>	<u>121</u>	
<u>Grade 8</u>	<u>103</u>	<u>116</u>	
Number of students in each subgroup			
<u>African American</u>	<u>262</u>	<u>242</u>	
<u>Asian</u>	<u>4</u>	<u>9</u>	
<u>Hispanic</u>	<u>36</u>	<u>80</u>	
<u>White</u>	<u>10</u>	<u>32</u>	
<u>Black, Hispanic or Native American</u>	<u>298</u>	<u>322</u>	
<u>Economically Disadvantaged</u>	<u>308</u>	<u>350</u>	
<u>Non-Economically Disadvantaged</u>	<u>4</u>	<u>13</u>	
<u>Students with Disabilities</u>	<u>67</u>	<u>69</u>	
<u>Non-Students with Disabilities</u>	<u>245</u>	<u>294</u>	
<u>Limited English Proficient</u>	<u>25</u>	<u>44</u>	
<u>Non-Limited English Proficient</u>	<u>287</u>	<u>319</u>	
<u>Male</u>	<u>162</u>	<u>199</u>	
<u>Female</u>	<u>150</u>	<u>164</u>	
Mobility (%) - Entrants, Withdrawals	<u>21.1%</u>	<u>22.4%</u>	
Attendance %	<u>93.0%</u>	<u>93.6%</u>	
Suspensions (#)	<u>81</u>	<u>131</u>	
Expulsions (#)	<u>4</u>	<u>28</u>	
AP, IB, and Dual Enrollment (#)	<u>N/A</u>	<u>N/A</u>	
Graduation Rate	<u>N/A</u>	<u>N/A</u>	
2. Staff Profile Data	Provide a summary and conclusion of the analysis of each area.		
Principal	Dr. Suzanne Brown was appointed principal to Treadwell Middle School in August of 2009. She has been the principal at		

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<u>Suzanne Brown</u> Length of time in position <u>3.5 years</u>		Treadwell Middle School for three years and six months. In addition to her staff of classroom teachers, Dr. Brown manages an assistant principal, instructional facilitator, a school counselor, a custodial staff, a librarian, an In-School Suspension teacher, cafeteria staff, two building engineers, four paraprofessionals, financial secretary, and general office secretary. During her tenure, enrollment and student achievement increased.	
Teaching Staff Number of years experience in profession		Treadwell Middle School has six 1st year teachers, 3 teachers who have taught 3 years or less, 8 teachers who have taught from 4-10 years, 8 teachers who have taught from 11-20 years, and 2 teachers who have taught more than 20 years. There is a need to incorporate team building activities in order to foster the collaborative work efforts of the teaching staff.	
1. 1 to 3	<u>9</u>		
2. 4-10 years	<u>8</u>		
3. 11-20 years	<u>8</u>		
4. 21+ years	<u>2</u>		
Teaching Staff Number and % of experience in the school		Treadwell Middle School has only been in existence for four years, prior to those years it served as a high school. Eighteen teachers have taught at Treadwell Middle School for three years or less, and nine teachers have taught for four or more years.	
1. 1 to 3	<u>18</u>		
2. 4-10 years	<u>9</u>		
3. 11-20 years	<u>-</u>		
4. 21+ years	<u>-</u>		
Teacher attendance rate		2010-2011	Attendance rate reflects classroom teachers and other certificated staff such as guidance counselors, librarians, and facilitators. In light of the decrease in teacher attendance, the principal will closely monitor and conference with those teachers who have numerous absences beyond the 5% allowed.
		<u>100%</u>	
Teacher evaluation data by levels		2011-2012	The data to the left are frequencies of TVAAS scores for teachers in tested subjects. Below is an analysis of these scores and the differences between these scores and TEM scores for teachers throughout the school. Based on TVAAS scores, six teachers had TVAAS scores of 1 or 2. TEM scores, which combine TVAAS scores with other factors including observation of practice, showed higher levels of effectiveness: Level 1 – 0; Level 2 – 1; Level 3 – 6; Level 4 – 5; and Level 5 – 13. According to both scales, Treadwell Middle has many “irreplaceable” teachers. However, there is still a need for professional growth in all areas assessed by TEM.
		Level 1	
		Level 2	
		Level 3	
		Level 4	
		Level 5	
3. Student Achievement Data		2010-2011	2011-2012
Reading/Language Arts			

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“Every test taker” (ETT) category	<u>16.10%</u>	<u>22.10%</u>	<p>Treadwell Middle School’s Reading/Language Arts achievement scores on the 2011-12 TCAP test for 6th—8th graders (All subgroup) increased from 16.10% to 22.10%. The data reflect a 5% increase in the number of students scoring proficient or advanced. Although there was an increase in the number of students who scored proficient or advanced, Treadwell Middle did not meet the AMO target of 27%. There is a need to increase achievement level of all students by providing intense interventions for students who scored basic or below basic and enrichment for students who scored proficient or advanced.</p> <p>Language arts grade-level educators have common planning time and meet weekly to collaborate on instructional maps and district strategies. PLC meetings occur during teachers’ planning periods. Data tracked by grade-level, within the data room, are updated, modified, and used to implement strategies to increase student achievement. There is a need to strategically disaggregate data based on TCAP skills and to create effective instructional plans in order to increase the achievement level of all students.</p>
<p>Subgroups:</p> <p><u>African American</u></p> <p><u>Hispanic</u></p> <p><u>White</u></p> <p><u>Black, Hispanic or Native American</u></p> <p><u>Economically Disadvantaged</u></p> <p><u>Non-Economically Disadvantaged</u></p> <p><u>Students with Disabilities</u></p> <p><u>Non-Students with Disabilities</u></p> <p><u>Limited English Proficient</u></p> <p><u>Non-Limited English Proficient</u></p>	<p><u>14.60%</u></p> <p><u>25.70%</u></p> <p><u>20.00%</u></p> <p><u>15.80%</u></p> <p><u>16.00%</u></p> <p><u>29.50%</u></p> <p><u>12.90%</u></p> <p><u>16.90%</u></p>	<p><u>22.50%</u></p> <p><u>19.80%</u></p> <p><u>25.80%</u></p> <p><u>21.90%</u></p> <p><u>21.80%</u></p> <p><u>33.40%</u></p> <p><u>46.90%</u></p> <p><u>17.10%</u></p> <p><u>6.50%</u></p> <p><u>25.20%</u></p>	<p>Only subgroups reported on the 2012 state Report Card are shown. During the 2011-12 school year, the largest subgroup within the school, African American, and the White subgroup showed increases in the percentage of students scoring proficient in Reading/Language Arts. However, of great concern is the decrease in the percentage of Hispanic students scoring proficient. This subgroup grew dramatically in size between 2010-11 and 2011-12 and continues to grow. ESL teachers will collaborate weekly with regular education teachers to scaffold instruction.</p> <p>The Students with Disability sub-group experienced the largest increase with 29.5% of students scoring proficient during 2010-11 and 46.9% scoring proficient during 2011-12. There continues to be a need to provide targeted interventions for students scoring basic and below basic, with a crucial focus on Hispanic students, and to increase the proficiency levels of all students.</p> <p>Further analysis of TVAAS data shows growth in all grade levels, although 6th</p>

			grade is improving below the state growth standard. In professional development initiatives such as PLCs and vertical teams, it will be important to fully integrate sixth grade teachers to ensure all instruction, including interventions, are based on critical data analysis.
School performance on value-added student achievement			As a newly restructured school, trend data are not available on school performance with regard to value-added student achievement. However, 2011-12 data suggest that the school's biggest challenge is in Reading/Language Arts.
<u>Math</u> <u>Reading/Language</u> <u>Social Studies</u> <u>Science</u>		<u>-0.4 (C)</u> <u>-2 (D)</u> <u>1.6 (B)</u> <u>-0.2 (C)</u>	
Mathematics			
"Every test taker" (ETT) category	<u>8.80%</u>	<u>14.30%</u>	<p>Treadwell Middle School's Math achievement scores on the 2011-12 TCAP test for 6th—8th graders (All subgroup) increased from 8.80% to 14.3% proficiency. Although there was an increase in the number of students who scored proficient or advanced, Treadwell Middle did not meet the AMO target of 19.3%. There is a need to increase achievement level of all students by providing intense interventions for students who scored basic or below basic and enrichment for students who scored proficient or advanced.</p> <p>Mathematics grade-level educators have common planning time and meet weekly to collaborate on instructional maps and district strategies. PLC meetings occur during teachers' planning periods. Data tracked by grade-level, within the data room, are updated, modified, and used to implement strategies to increase student achievement. There is a need to strategically disaggregate data based on TCAP skills and to create effective instructional plans to increase the achievement level of all students.</p>
Subgroups: <u>African American</u> <u>Hispanic</u> <u>White</u> <u>Black, Hispanic or Native American</u> <u>Economically Disadvantaged</u> <u>Non-Economically Disadvantaged</u>	<u>7.40%</u> <u>20.00%</u> <u>10.00%</u> <u>8.90%</u> <u>8.90%</u>	<u>12.60%</u> <u>15.60%</u> <u>19.40%</u> <u>13.30%</u> <u>14.00%</u> <u>25.00%</u>	Only subgroups reported on the 2012 state Report Card are shown. During the 2011-12 school year, the largest subgroup within the school, African American, and the White subgroup showed increases in the percentage of students scoring proficient in Math. However, of great concern is the decrease in the percentage of Hispanic students scoring proficient. This subgroup grew dramatically in size between 2010-11 and 2011-12 and continues to grow. The Students with

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<u>Students with Disabilities</u> <u>Non-Students with Disabilities</u> <u>Limited English Proficient</u> <u>Non-Limited English Proficient</u>	<u>26.20%</u> <u>9.10%</u> <u>8.80%</u>	<u>36.00%</u> <u>9.90%</u> <u>9.50%</u> <u>15.20%</u>	<p>Disability sub-group experienced the largest increase with 26.2% of students scoring below proficient during 2010-11 and 36% scoring below proficient during 2011-12. There is a need to target students scoring basic and below basic and a need to increase the proficiency levels of all students.</p> <p>In addition to the current practice of doubling the amount time spent in mathematics classes, there is a need to provide additional support to all students scoring basic and below basic, with a crucial focus on Hispanic students.</p>
ACT scores (if applicable)	<u>N/A</u>	<u>N/A</u>	N/A
Graduation rate (if applicable)	<u>N/A</u>	<u>N/A</u>	N/A
4. School Culture and Climate	Provide a summary of existing status and current needs.		
TELL Survey Analysis School Safety Student Health Services Attendance Support Social and Community Support Parent Support	<p>The response rate for the 2011 TELL Survey was 70.97%. Below are selected responses:</p> <ul style="list-style-type: none"> • 61.9% agreed the faculty work in a school environment that is safe (cf. 93.1% all TN middle schools). • 68.2% agreed that teachers have sufficient access to a broad range of professional support personnel (cf. 80.0% all TN middle schools). • 42.9% agreed school administrators consistently enforce rules for student conduct (cf. 68.5% for all TN middle schools). • 47.6% agreed the community we serve is supportive of this school (cf. 75.5% all TN middle schools). • 59.1% agreed parents/guardians support teachers, contributing to their success with students (cf. 60.4% all TN middle schools). <p>WellChild, Dental offices, MAM (Memphis Athletic Ministries), Highland Heights (Anna Terry), School Social Worker, School Psychologist, CONNECT, and East Health Center provide Treadwell Middle School with a wealth of services to ensure that the students are provided with the tools necessary to achieve academic success daily.</p> <p>Administration provides ongoing monitoring of culture and climate in order to address concerns in a timely manner.</p> <p>Treadwell Middle School provides support to parents through: Meet the Principal and Annual Parent Awareness Nights, Conferences every nine weeks, PTA, Title 1 (ESEA) Parental Involvement Center, Athletic Events, Career Day Speakers, Test Proctors, Eighth grade parent meetings, and Parental Engagement Activities. Although Treadwell Middle offers various opportunities for parents to become involved, no more than 20% of the parents of Treadwell Middle School</p>		

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	students attend the activities. There is a need to hire a Parent Counselor to assist in increasing parental involvement and build community support at Treadwell Middle.
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	<p>The MCS Curriculum Guides provide the foundation for teaching our core curriculum standards for related areas: reading/language arts, math, science, and social studies. These detailed guides provide the scope and sequence of specific content areas and ensure that all students meet the state’s proficient level. The curriculum guides offer a pacing schedule to ensure district- wide continuity.</p> <p>The content area texts adopted by MCS for grades 6-8 are:</p> <ul style="list-style-type: none"> • Glencoe Math Connects program • Holt Elements of Literature and Holts Elements of Language • The Tennessee Edition of Holt Science • The Glencoe Social Studies series <p>With the state implementing Common Core Standards and the changes in the curriculum, structures must be in place for teachers to spend time in content areas developing specific unit/lesson plans and common assessments. There is a need for additional time for teachers to develop specific unit/lesson plans and common assessments.</p> <p>The following curriculum intervention programs are in use and should be continued:</p> <ul style="list-style-type: none"> • <i>Saturday School</i> is offered for additional support in Mathematics and Reading/Language Arts • <i>After School Tutoring (District)</i> – designed for students to provide assistance in preparation for the TCAP Achievement tests in Language Arts, Math, Social Studies, and Science. • <i>Extended Learning Program</i> is provided to extend learning activities for 6th – 8th grade students to close the academic gap in Math, Science, Social Studies, Creative Writing, Reading, and English. • <i>Reading Plus</i> provides assistance to middle school students in reading comprehension. This program combines teacher-led instruction with adaptive instructional software. • <i>Failure Free Reading</i> is designed to increase comprehension, vocabulary, fluency, and enhance writing skills. • <i>EPGY Stanford Mathematics Program</i> is a web-based math intervention designed to improve mathematic achievement of under-performing students in Grades 3 through 9 (Algebra I). This program combines multimedia lessons, embedded assessments, and individualized, self-paced educational experiences.

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	<ul style="list-style-type: none"> • EPGY Stanford LA&W Program is web-based Language Arts intervention designed to improve Language Arts achievement of under-performing students in Grades 3 through 8. This program combines multimedia lessons, embedded assessments, and individualized, self-paced educational experiences. • Study Island is a web-based intervention program designed to improve achievement in Science and Social Studies. It combines state objectives and interactive activities to increase student achievement.
Enrichment Programs	Honors Classes: The honor classes in Language Arts, Pre-Algebra, Mathematics, Science, and Social Studies are assigned to students that are meeting or exceeding grade level expectations. Memphis Mathematics (M^2) is a district mathematics program that provides enrichment to students in the area of Mathematics on Saturday mornings at Craigmont Middle. Additionally, students will be provided the opportunity to visit FedEx to speak with engineers in order to better understand real-life math applications. There is a need for more enrichment programs at Treadwell Middle.
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	Treadwell Middle uses Differentiated Instruction, whole group instruction, small group instruction, Bloom's Higher Order Thinking skills, Inclusion, project based learning, and graphic organizers. There is a need to increase instructional time to provide additional intervention and enrichment opportunities.
Use of instructional technology	A laptop cart has been purchased to implement interventions in Math and Reading/Language Arts to increase student achievement. Each teacher utilizes Reading Plus, Study Island, and Stanford Math according to their discipline. All classrooms are equipped with 6 classroom computers, one teacher workstation, and a SmartBoard for interactive lessons. A math lab is currently being used to assist with the implementation of Stanford Math. Math classrooms are equipped with graphing calculators. There is a need to effectively utilize instructional technology in each classroom.
Use of data analysis to inform and differentiate instruction	Data (Discovery A/B/C, SRI, TCAP, ELDA, Weekly Assessments, Powerschool, Stanford Math, Failure Free Reading, Stanford LA&W, Reading Plus, Nine Week's Report Card, Constructed Response Math, and Folio Writing) are discussed in weekly PLC meetings. Teachers track the data by grade-level within the data room. During the meetings, teachers update, modify, and implement strategies to increase student achievement. Students' individual plans are updated every four weeks to ensure that interventions are implemented and documented according to district guidelines. There is a need to strategically analyze data in order to differentiate instruction based on students' strengths and areas for improvement.
Number of minutes scheduled for core academic subjects	<p>Students at Treadwell Middle School attend regular classes for 180 days, starting with homeroom at 7:15 a.m. and ending at 2:15 p.m.</p> <ul style="list-style-type: none"> • Reading/Language Arts = 9,900 minutes (55 min. x 180 days) • Math = 19,800 minutes (110 min. x 180 days)

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	<ul style="list-style-type: none"> • Science = 9,900 minutes (55 min. x 180 days) • Social Studies = 9,900 minutes (55 min. x 180 days) • Fine Arts = 9,900 minutes (55min. 180 days)-6th & 7th Select Students • Physical Education = 9,900 minutes (55 min. x 180 days) <p>Proposed new schedule: for M,Tu,Thur,Fri: Wed schedule remains the same as the current schedule.</p> <ul style="list-style-type: none"> • Reading/Language Arts = 9,900 minutes (90 min. x 180 days) • Math = 19,800 minutes (110 min. x 180 days) • Science = 9,900 minutes (75 min. x 180 days) • Social Studies = 9,900 minutes (75 min. x 180 days) • Fine Arts = 9,900 minutes (55min. 180 days)-6th & 7th Select Students • Physical Education = 9,900 minutes (55 min. x 180 days) <p>During the extended day, Treadwell Middle will conduct small group lessons that will provide remediation and enrichment in all content areas.</p>
7. Assessments	Provide a summary of existing status and current needs.
Use of formative, interim, and summative assessments to measure student progress	<p>Treadwell Middle School administers formative assessments provided by the district. Data are analyzed during content PLCs, are tracked in data notebooks, and are displayed in the PLC data room. Each student will be issued a red folder to track his or her progress on each formative assessment and intervention in which he or she participates at the school. The following schedule is used to assist with measuring student progress:</p> <ul style="list-style-type: none"> • Discovery A - October 2-5 • Discovery B – November 27 - 30 • Discovery C – February 26-March 1 • CRA #1 – October 15-19 • CRA #2 – February 11-22 • CRA #3 – April 29-May 17 • Folio Writing – October 22-26 <p>There is a need to continue to analyze and track student data.</p>
Timeline for reporting student progress to parents	Progress reports are generated quarterly and report cards are generated every nine weeks. Teachers provide parents with weekly reports of student progress through PowerTeacher print-outs and teacher-generated report sheets. Student

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	<p>progress is also provided to parents during monthly parent meetings. Report cards are issued during the following times:</p> <ul style="list-style-type: none"> • October 17 • January 09 • March 20 • May (mailed to the home) <p>Progress Reports are issued during the following times:</p> <ul style="list-style-type: none"> • September 12 • November 14 • February 13 • April 26 <p>There is a need for a Parent Counselor to assist with providing additional opportunities for parent-school connections by scheduling student conferences to address the progress of students.</p>
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	WellChild, Dental offices, MAM (Memphis Athletic Ministries), Highland Heights (Anna Terry), School Social Worker, School Psychologist, CONNECT, and East Health Center provide Treadwell Middle School with a wealth of services to ensure that the students are provided with the necessary needs to achieve academic success daily. The need to have additional assistance for our families and additional adopters can be answered with the Parent Counselor.
Parent support to students and school	<p>In order to provide parental support to the students and school, Treadwell Middle School provides the following: Meet the Principal and Annual Parent Awareness Nights, Conferences every nine weeks, PTA, Title 1 (NCLB) Parental Involvement Center, Career Day Speakers, Test Proctors, Eighth grade parent meetings, and Parental Engagement Activities.</p> <p>There is a need for a Parent Counselor to serve as a liaison between home and school in order to provide support to students and parents.</p>

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Turnaround Model. (Label as Attachment *School Name* School Improvement Plan)

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You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning” document or one of your choosing.

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Turnaround Model

School Name: <u>Treadwell Middle School</u>	Tier: <u>Priority School</u>
<p>Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p>The turnaround model was selected to address the social and emotional needs of this middle school. The needs of the student body require complex solutions to scheduling, support, and resource allocation. The turnaround model will provide for community-oriented services that will promote and support the social needs of the students and their families. Additionally, the model will help secure the appropriate staff to provide intense academic support as well as secure an instructional leader capable of facilitating the sustained changes required under the turnaround model. Only those teachers with TEM scores of 3 or higher will be allowed to reapply. The provision for increased learning time will give teachers ample time to address academic challenges based on individual student needs. Furthermore, the robust model will help the school maintain momentum demonstrated by the increases in enrollment and in math and R/LA proficiency in 2012-13 and address the school's continuing high rate of student mobility.</p>	
<p>If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.</p> <p>TVAAS and TEM are currently in place. Current TVAAS data indicate that five teachers for whom TVAAS is available are Level I and thus will not be eligible for rehiring. The school team developing this application have met with the district's iZone office to become familiar with the district's established practices for schools following the Turnaround Model.</p>	
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.</p> <p>Ambitious annual goals were set for Reading/Language Arts (R/LA) on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.</p> <p>SY 2013:</p> <p>31.4% of All Students will be proficient in R/LA.</p> <p>31.4% of Black/Hispanic/Native American Students will be proficient in R/LA.</p> <p>31.4% of Economically Disadvantaged Students will be proficient in R/LA.</p> <p>20.5% of Limited English Proficiency Students will be proficient in R/LA.</p> <p>SY 2014:</p> <p>39.7% of All Students will be proficient in R/LA.</p> <p>39.7% of Black/Hispanic/Native American Students will be proficient in R/LA.</p>	

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39.7% of Economically Disadvantaged Students will be proficient in R/LA.

32.4% of Limited English Proficiency Students will be proficient in R/LA.

SY 2015:

46.9% of All Students will be proficient in R/LA.

46.9% of Black/Hispanic/Native American Students will be proficient in R/LA.

46.9% of Economically Disadvantaged Students will be proficient in R/LA.

42.6% of Limited English Proficiency Students will be proficient in R/LA.

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for **SY 2011 only** (to be updated annually upon renewal of the grant)

September 2013

- All students in need of intervention based on the 2012 TCAP proficiency levels will be identified and placed in Tier II and Tier III intervention programs.
- Identify students that are at least 5% points above or below proficient based on the District’s formative assessment and /or baseline data.
- The percent of every test taker scoring proficient on the formative assessment in grades 6-8 will increase by at least 4% from the previous school year.
- The percent of African American and Hispanic students scoring proficient on formative assessment Test A will increase by at least 4% from the previous school year.
- The percent of Limited English Proficiency students scoring proficient on formative assessment Test A will increase at least 4% from the previous school year.
- The percent of Students with Disabilities scoring proficient on formative assessment Test A will increase by at least 3% from the previous school year.

November 2013

- Increase the number of students scoring proficient by 5% on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 55% of students scoring proficient.
- Increase the number of African American and Hispanic students scoring proficient on formative assessment Test B by at least 4% from the previous school year.
- Increase the number of Limited English Proficiency students scoring proficient on formative assessment Test B by at least 4% from the previous school year.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test B by at least 3% from the previous school year.

March 2014

- Increase the number of students scoring proficient by 5% on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 70% of students scoring proficient.
- Increase the number of African American and Hispanic students scoring proficient on formative assessment Test C by at least 4% from the previous school year.

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- Increase the number of Limited English Proficiency students scoring proficient on formative assessment Test C by at least 4% from the previous school year.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test C by at least 3% from the previous school year.

May 2014

- Increase the number of students scoring proficient by 31.4% on the summative assessment
- Every test taker will take a bi-weekly common assessments with 70% of students scoring proficient
- The percent of African American and Hispanic students scoring proficient will increase to 31.4% in 2014.
- The percent of Limited English Proficiency students scoring proficient will increase 20.5% in 2014.
- The percent of Students with Disabilities scoring proficient will increase by 10% in 2014.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

Ambitious annual goals were set Math on State assessments. These goals exceed the AMOs and targets set by the state of Tennessee. Goals were established by setting a five-year goal of at least 50% proficiency for All Students by the Year 2017-18 and an annual decrease by at least 12% of non-proficiency. Subgroups where a gap closure need has been identified are also shown below. For these subgroups the annual decrease in non-proficiency may be greater than 12%. In some cases, these subgroups are very small.

SY 2013:

- 24.6% of All Students will be proficient in Math.
- 24.6% of Black/Hispanic/Native American Students will be proficient in Math.
- 24.6% of Economically Disadvantaged Students will be proficient in Math.
- 21.3% of Limited English Proficiency Students will be proficient in Math.

SY 2014:

- 33.6% of All Students will be proficient in Math.
- 33.6% of Black/Hispanic/Native American Students will be proficient in Math.
- 33.6% of Economically Disadvantaged Students will be proficient in Math.
- 31.5% of Limited English Proficiency Students will be proficient in Math.

SY 2015:

- 41.6% of All Students will be proficient in Math.
- 41.6% of Black/Hispanic/Native American Students will be proficient in Math.
- 41.6% of Economically Disadvantaged Students will be proficient in Math.
- 40.4% of Limited English Proficiency Students will be proficient in Math.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

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September 2013

- All students in need of intervention based on the 2012 TCAP proficiency levels will be identified and placed in Tier II and Tier III intervention programs.
- Identify students that are at least 5% points above or below proficient based on the District's formative assessment and /or baseline data.
- The percent of every test taker scoring proficient on the formative assessment in grades 6-8 will be at least 4%
- The percent of African American and Hispanic students scoring proficient on formative assessment Test A will be increase by at least 4%.
- The percent of Limited English Proficiency students scoring proficient on formative assessment Test A will increase by at least 4%.
- The percent of Students with Disabilities scoring proficient on formative assessment Test A will increase by at least 3%.
- Every test taker will take bi-weekly common assessments with 55% of students scoring proficient.

November 2013

- Increase the number of students scoring proficient by 5% on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 55% of students scoring proficient.
- Increase the number of African American and Hispanic students scoring proficient on formative assessment Test B by at least 4% from the previous school year.
- Increase the number of Limited English Proficiency students scoring proficient on formative assessment Test B by at least 4% from the previous school year.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test B by at least 3% from the previous school year.

March 2014

- Increase the number of students scoring proficient by 5% on the formative assessment.
- Administer common assessments bi-weekly to every test taker with 70% of students scoring proficient.
- Increase the number of African American and Hispanic students scoring proficient on formative assessment Test C by at least 4% from the previous school year.
- Increase the number of Limited English Proficiency students scoring proficient on formative assessment Test C by at least 4% from the previous school year.
- Increase the number of Students with Disabilities scoring proficient on formative assessment Test C by at least 3% from the previous school year.

May 2014

- Increase the number of students scoring proficient to 24.6% on the summative assessment.
- Every test taker will take a bi-weekly common assessments with 70% of students scoring proficient
- The percent of African American and Hispanic students scoring proficient will increase to 24.6% in 2014.
- The percent of Limited English Proficiency students scoring proficient will increase by to 24.6% in 2014.
- The percent of Students with Disabilities scoring proficient will increase by 10% in 2014.

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Name of School: Treadwell Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA <u>must</u> implement actions 1-9.)			
1a. Replace the principal 1b. Grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	The iZone Director and a team of District Level Administrators will interview candidates and select a principal based on the unique competencies for turning around low achieving schools. The school will provide increased learning time through an extra hour each day (8:00 a.m. to 4:00 p.m.). The school will be given autonomy to utilize funding sources in accordance with the approved SIG, Title 1, and Site-Based funds to meet the specific needs of the school in implementing a comprehensive approach to student achievement.	Spring 2013 (completion of this step has been delayed because of the need to repost the position to identify a qualified school turnaround leader for this school's unique needs) August 2013 – May 2014 July 2013 – June 2014	iZone Director Principal
2. Use locally adopted competencies to measure the effectiveness of staff who can	The Teacher Effectiveness Measure (TEM) evaluation system will be used to measure the effectiveness of	Spring 2013	iZone Director;

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Name of School: Treadwell Middle School

Name of School: Treadwell Middle School			
Turnaround Model	Action Steps for Pre-implementation and Year One.	Implementation Timeline	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Pre-implementation, April 1-Sept. 1, 2013		
work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	staff who works within the turnaround environment. Multiple measures will be used: growth in student learning (35%); observation of teachers' practice (45%); other student measure (15%); and student perceptions (5%). All staff members will reapply for existing positions, and no more than 50 percent will be rehired. The principal with the support of the iZone Director will select the new staff.		Principal
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	Signing bonuses will be paid at the end of the first semester and the end of the school year for all new hires who are certificated staff. <ul style="list-style-type: none"> • Principal - \$4,000 total • Assistant Principal - \$3,000 total • Teacher - \$1,000 total Information will also be shared about performance bonuses payable in 2014-15 based on attainment of 2013-14 performance targets. Targets will be reflective of the assurances of the district grant	July 2013 – June 2014	iZone Director; Principal

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Name of School: Treadwell Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>application.</p> <ul style="list-style-type: none"> • Principal - \$6,000 • Assistant Principal - \$4,000 • Teacher - \$3,000 <p>Employees will be informed that they must work at least 180 days in order to qualify for the maximum performance and recruitment based awards.</p>		
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	<p>The three levels of one-on-one coaching which form the foundation of the merged district's tiered professional development model include school-based Learning Coaches; school-based Master Teachers (50% release time); and the district-based Performance Improvement Team or PIT Crew. Learning Coaches will serve as the primary coaching support to low-performing and new teachers. Master Teachers will oversee and support the activities of the Learning Coaches as well as support the principal and administrators in conducting teacher evaluations. Finally, as a centrally-based staff, the PIT Crew will direct and align the work of the Master Teachers,</p>	April 2013 – June 2014	Professional Development (Laura Link); Principal; iZone Director

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Name of School: Treadwell Middle School

Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>subject to principal approval, and design and conduct trainings for large groups of teachers on specific topics affecting a broad group. The focus of the coaching efforts will be differentiated based on the need of the teacher, with careful attention paid to those teachers with the potential to become effective or highly effective.</p> <p>All teachers will continue to have informal observations, known as weekly drop-ins, made by principal, assistant principal, and instructional facilitator to ensure immediate feedback on classroom instruction and management.</p> <p>Additionally, the iZone office will send representatives to come and observe the school-wide implementation of a rigorous and aligned curriculum.</p> <p>Weekly and Formative Assessment Data and Analysis will provide monitoring and feedback on the effectiveness of the teaching strategies. This will allow for adjustments to teaching strategies to</p>		<p>Principal, Assistant Principal, Instructional</p>

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Name of School: Treadwell Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>increase student performance.</p> <p>Budget items related to professional development will cover stipends for five additional days of professional development for certificated staff and up to 15 days of substitutes. The focus of school-based professional development will be PLC work and vertical teaming.</p> <p>*Bridges – Staff will engage in an half a day of team building exercises and ropes course for 35 staff members. (cost \$2,500.)</p>	<p>August 2013 – May 2014</p> <p>Fall 2013</p>	<p>Facilitator, Core Teachers</p> <p>Instructional Facilitator</p>
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	The school will be governed by the iZone office.	Spring 2013 – June 2014	iZone Director
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the	The primary goal of the instructional program is to ensure mastery of all grade level standards by the end of the school year.	August 2013 – May 2014	Principal, Assistant Principal, Instructional Facilitator, retired

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Name of School: Treadwell Middle School

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Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
next as well as aligned with State academic standards	<ul style="list-style-type: none"> Regular education, ELL, and special education teachers will implement co-teaching or other inclusion strategies in the language arts and math classes. Extended day will be used to provide intervention and enrichment in all content areas. The Professional Learning Community room will be used to compile formative assessment data. Teachers will update data each time new data from the students are available from formative assessments. Vertical teams will be used facilitate curriculum alignment and planning. 		teachers, teachers, special education teacher, librarian
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	<ul style="list-style-type: none"> Formative assessments will be given three times per year and Folio Writing practices will be administered twice per year. Teachers will use data from these assessments to individualize students' needs to differentiate instruction. The three retired teacher tutors for Reading/Language Arts (30 weeks) and one retired teacher for Mathematics (26 weeks) will be utilized to provide support to students that are experiencing 	<p>September 2013, November 2013, February 2014</p> <p>August 2013</p>	Principal, Assistant Principal, Parent Counselor, Parent Liaison, Instructional Facilitator, teachers, retired teachers, special education teachers, librarian, Professional School Counselor

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Name of School: Treadwell Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>difficulty mastering the skills from the assessments given throughout the year.</p> <ul style="list-style-type: none"> Results from the TCAP summative assessment will be used to develop action steps for increasing student achievement, to plan for relevant professional development, to analyze instructional programs and effective instructional strategies, and to develop quarterly milestones that will ultimately enable Treadwell Middle School to meet yearly targets. 		
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	<p>Additional instructional time will be a great benefit to the at-risk students. There is a need for more collaboration and professional development time and programs that better align school data to the strategies being used in the classrooms. The components to accomplish increased learning time will take place with the following:</p> <ul style="list-style-type: none"> Treadwell Middle School will extend the school day by 75 minutes four times a week in order to extend class times, with transportation provided for students. On Monday, Tuesday, Thursday, and Friday the school-day will be extended until 4:15 	August 2013 – May 2014	Principal, Assistant Principal, Instructional Facilitator, All Teachers, Retired Teachers

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Name of School: Treadwell Middle School

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Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>p.m. to provide intense reading/language arts and mathematics interventions for students who scored basic or below basic on Spring 2012 TCAP. A variety of enrichment opportunities will be provided to motivate and promote student success. On Wednesdays, students will be dismissed at 3:00 pm. Teachers will engage in professional development, collaborate through PLCs on data, and/or create instructional plans to ensure that academic success is achieved.</p> <ul style="list-style-type: none"> • Treadwell Middle School will provide enrichment opportunities to students in a variety of formats. Students will be able to engage in online coursework, National Junior Honor Society, Student Council, Girls Inc., Book Club, and Man of the House. • Students and teachers will participate in a TCAP Blitz period that will be embedded in the daily schedule in order to provide extra practice and remediation for necessary skills. • Treadwell Middle School will hire three retired teachers to provide enrichment and intervention in 		

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Name of School: Treadwell Middle School			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>Reading/Language Arts/Writing. The three retired teacher tutors for Reading/Language Arts (30 weeks) and one retired teacher for Mathematics (26 weeks) will be utilized to provide support to students who are experiencing difficulty mastering the skills from the assessments given throughout the year.</p> <ul style="list-style-type: none"> Students will be given opportunities for local fieldtrips to reinforce learning and motivate students to excel. 		
9. Provide appropriate social-emotional and community-oriented services and supports for students.	<p>A Parent Counselor will be hired to provide counseling and support to parents and guardians in an effort to increase the academic and social success of students. The Parent Counselor will initiate and facilitate the following parent/community involvement activities:</p> <ul style="list-style-type: none"> Parents will have access to Parent Link in order to monitor and track the progress of their children academically. The PTA and SBDMC will continue to organize monthly meetings to engage parents in the process of improving our school. 	August 2013 – May 2014 (monthly)	Principal, Assistant Principal, Instructional Facilitator, Parent Counselor, All Teachers

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Name of School: Treadwell Middle School

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Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
	<ul style="list-style-type: none"> • The PTA will coordinate Curriculum Nights to acquaint parents with aspects of the curriculum and involve them in hands-on activities that will assist with helping students at home. • Community members are invited to the school through a variety of events such as Career Day and College Awareness Day. • Students will continue to engage with community elementary schools and high schools to provide an orientation program for incoming 6th graders and outgoing 8th graders. • Treadwell Middle School keeps the community up-to-date by frequently updating the marquee and flyers with important dates and information. • Parents receive monthly contact from the school in the form of a newsletter to keep them apprised of specific events in the school and on teams. • We will implement a Watch D.O.G.S. program to increase parental involvement, while providing positive mentoring for students in the school. 		

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Pre-Implementation Activities:

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as

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classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: *Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.*

GOAL 1 – Action Plan Development (Reading/Language Arts)							
Template 4.1 – (Rubric Indicator 4.1) Revised DATE: 3/8/2013							
Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal		Our goal is to continue to improve the percent of student’s proficient or advanced on TCAP Reading/Language Arts. Treadwell Middle School’s Reading/Language Arts achievement scores on the 2013-2014 TCAP test for 6 th —8 th graders (All subgroups) will increase from to 39.7%.					
Which need(s) does this Goal address?		TCAP Reading/Language Arts 2013-2013 (AMO) will increase by 30% to meet or exceed the state’s goal.					
How is this Goal linked to the system’s Five-Year Plan?		1. To create academically challenging, safe, supportive and effective learning environments 2. To establish high levels of accountability for academic performance throughout the system 3. To create a climate that is sensitive and responsive to the needs of an increasingly diverse student and community population					
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step 1	The Administration will provide faculty and staff professional development one week prior to in-service: 1 day team building, 2 days culture and climate, 1 day differentiated instruction, 1 day data review	Week of July 22 – 26, 2013	Principal	Data notebooks, Culture & Climate PD material, DI books and materials, team building support supplies	SIG \$16,314	Administrative visits, classroom observations, dept. meetings, and review of lesson plans TEM Rubric (Teach 1-7, CLE 1-4)	Increased test scores/meeting/ exceeding (AMO)
Action Step 2	Bridges will provide team building PD for teachers, staff, and administration	Week of July 22 – 26, 2013	Instructional Facilitator		SIG \$2500	Various meetings	Improved school culture and climate
Action Step 3	Teachers will participate in peer coaching experiences with job-embedded training	Quarterly 2013-2014	Identified teachers	Substitute teachers	SIG \$1,615	Administrative visits, classroom observations, and a review of lesson plans.	Increased test scores/meeting/ exceeding (AMO)
Action Step 4	Teachers will implement instructional and curriculum alignment to address state and local objectives as well as federal guidelines	Daily, August 6, 2013 - May 24, 2014.	Administrators & faculty	Curriculum Guides/ Lesson Design forms Instructional Maps	No cost to the school. District and state provide materials and guides.	Administrative visits, classroom observations, dept. meetings, and review of lesson plans TEM Rubric	Increased test scores/meeting/ exceeding (AMO)

						(Teach 1-7, CLE 1-4)	
Action Step 5	Teachers will write across the curriculum with a focus on expository and persuasive essays.	Daily, August 6, 2013 through May 24, 2013.	All Teachers	PowerPoint presentation on expository and persuasive essays	No Cost	Administrative visits, classroom observations, and a review of lesson plans.	Increased test scores/meeting/ exceeding (AMO)
Action Step 6	Teachers will implement reading across the content areas with non-textbook literature.	August 6, 2013 through May 24, 2014.	All Teachers	PowerPoint presentation on reading across the curriculum	Estimated \$5,000.00 on magazines and newspaper subscription	Administrative visits, classroom observations, and a review of lesson plans.	Increased test scores/meeting/ exceeding (AMO)
Action Step 7	The school will provide extended learning opportunities after school for TCAP tests. <ul style="list-style-type: none"> Extended School Individual remediation 	October 3, 2013- April 18, 2014	All Teachers	TCAP Testing materials and coaching materials	Extended sessions paid for by Title 1/ NCLB funds. \$10,000.00	Lesson Plans reviewed by the Administrative Staff	Increased test scores
Action Step 8	ESL teachers and SPED inclusion teachers will collaborate weekly with regular education teachers to scaffold instruction for ELLS and SWDs.	October 3, 2013- April 18, 2014	All Teachers	PLC agenda	No Cost	Administrative visits, classroom observations, dept. meetings, and review of lesson plans TEM Rubric (Teach 1-7, CLE 1-4)	Increased student achievement
Action Step 9	Regular and Special Education teachers will co-teach in English 6, 7 & 8.	Sept. 2013 – May 2014	English instructors Byrd Cooper Franklin Greer Idleman	Educational Assistants	The SPED instructors are full staff members and are funded through MCS. They team-teach with regular ed. teachers.	Monitoring and evaluations will be performed by the administrative team, literacy coach and Instructional Facilitator	Increase achievement in English test scores.
Action Step 10	Teachers will host a Family Literacy Night to increase parental involvement, improve parent support for literacy and address needs of ESL and special education students.	November 14, 2013	All English Teachers and Instructional Facilitator	Curriculum Guides/Lesson Design forms	Reproduction of materials and supplies \$350 (Title I Funds)	Oral and Written Presentations	Increased test scores/meeting/ exceeding (AMO) and Parental Involvement
Action Step 11	Reading Tutors will provide intervention for students identified by summative and formative assessments.	August 2013-May 2014	Administrative staff	Retired teachers	\$31,500 (SIG)	Monitoring and evaluations will be performed by the administrative team and Instructional Facilitator	Increased test scores/meeting/ exceeding (AMO)
Action Step 12	Teachers will be required to complete weekly lesson plans modeling the new TEM 3.0 template. All teachers will attend monthly meetings with their district content specialists. The specialists will model lessons, observe classes, and provide support to the teachers within their realm of expertise.	August 2013-May 2014	All Teachers	TEM 3.0 lesson plan and district monthly meeting schedule	SIG	Monitoring and evaluations will be performed by the administrative team and Instructional Facilitator	Increased test scores/meeting/ exceeding (AMO)
Action	The school will provide 83% of 6 th grade, 80% of	October	All Teachers	Curriculum	Formative	Monitoring and	Increased test

Step 13	7 th grade, and the entire 8 th grade population schedules to accommodate time for tutoring, intervention, and enrichment	2013– May 2014		Guides/Lesson Design forms	assessments and TCAP Coach material	evaluations will be performed by the administrative team and Instructional Facilitator	scores/meeting/ exceeding AMO
Action Step 14	Special Education Teachers will implement the Failure Free Reading with the Exceptional Children (504/IDEA), ELL and nonreaders.	August 2013 – May 2014	All Special Education Teachers	Computer Lab for Failure Free reading program for Special Education	The Failure Free Reading program was purchased through the District SPED department.	Monitoring and evaluations will be completed by administrators and Special Education department chair.	Increase comprehension, vocabulary, fluency and writing skills of special education students.
Action Step 15	Teachers will gain skills from research on instructional concepts to increase student achievement and interest in Social Studies and how it connects to Reading/Language Arts	Daily, August 6, 2013 through May 24, 2014.	Administrators & faculty	Curriculum Guides/ Lesson Design forms Instructional Maps	No cost to the school. District and state provide materials and guides.	Administrative visits, classroom observations, dept. meetings, and review of lesson plans TEM Rubric (Teach 1-7, CLE 1-4)	Increased test scores/meeting/ exceeding (AMO)
Action Step 16	The students will read common job related signs and follow simple one-and-two step occupational directions.	August 6, 2013 through May 24, 2013	Special Education Teachers	Complete <i>Life School 2000</i> Curriculum AGS books (classroom sets of 20)	Materials were provided by the Division of Exceptional Children at no cost.	Pre-test writing scores	Increased test scores and increased writing achievement
Action Step 17	Teachers will increase their expertise in literacy/vocabulary, social studies/science instruction by participating on Professional Learning Teams and attending professional development sessions.	August 2013- May 2014	All teachers	Training Manuals for Smart Teams Peer Coaching (\$2648)	Title I Funds Purchased 3 years	Administrative visits, classroom observations, review of lesson plans	Meet/exceed requirements for (AMO)
Action Step 18	Instructional Staff will be provided signing bonuses.		Principal	Certified teachers	SIG \$38,455	TEM	All certified staff level 4 or 5 as rated by TEM
Action Step 19	Teachers, staff, and administrators will extend the school day by 1.5 hour for 144 days.	August 2013- May 2014	Principal, Assistant principal, Teachers, staff	Curriculum Guides/ Lesson Design forms Instructional Maps Content area texts	SIG \$196,456	Administrative visits, classroom observations, review of lesson plans	Meet/exceed requirements for (AMO)
Action Step 20	Students will be provided transportation from the extended school day.	August 2013- May 2014	Principal, Assistant principal, Teachers, staff	Added cost for bus routes incurred as a result of the additional hour to the school day.	SIG \$27,043	Monitoring student attendance and transportation reports	Meet/exceed requirements for (AMO)
Action Step 21	The Parent Counselor will provide counseling and support services to parents and guardians	August 2013 – May 2014	Principal	Parent counselor salary/benefits	SIG (\$57,767)	Parent meeting sign-in sheets	Increase parental involvement

GOAL 2 – Action Plan Development (Mathematics)

Template 4.1 – (Rubric Indicator 4.1) Revised DATE: 3/8/2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Our goal is to continue to improve the percent proficient/advanced on the annual TCAP Math Achievement Test. Treadwell Middle School's Math achievement scores on the 2013-2014 TCAP test for 6th—8th graders (All subgroups) will increase from 24.6% to 33.6%.

Which need(s) does this Goal address?

6th, 7th and 8th grade TCAP mathematics proficient/advanced percentages must continue to meet or exceed the state's goal by 30%.

How is this Goal linked to the system's Five-Year Plan?

1. To create academically challenging, safe, supportive and effective learning environments.
2. To establish high levels of accountability for academic performance throughout the system.
3. To create a climate system-wide that is sensitive and responsive to the needs of an increasingly diverse student and community population.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 6, 2013 through May 2014, daily	All Teachers	State curriculum guides	N/A	Administrative visits, classroom observations, alignment of lesson plans to curriculum guides	Increased student performance
Week of July 22 – 26, 2013	Principal	Data notebooks, Culture & Climate PD material, DI books and materials, team building support supplies	SIG \$16,314	Administrative visits, classroom observations, dept. meetings, and review of lesson plans TEM Rubric (Teach 1-7, CLE 1-4)	Increased test scores/meeting/ exceeding (AMO)

Action Step 1

The **teachers** will align curriculum and instruction to local and state guidelines and state performance objectives.

Action Step 2

The Administration will provide faculty and staff professional development one week prior to in-service: 1 day team building, 2 days culture and climate, 1 day differentiated instruction, 1 day data review

Action Step 3	Teachers will implement <i>Classroom Instruction that Works</i> and <i>Differentiated Instruction</i> to help students become motivated to learn through exposure to best practices and research-based instructional strategies that actively engage students, hold them accountable, and create opportunities for success.	October 2013-May 2014	Instructional Facilitator	Participant's Guide for Classroom Instruction that Works and Differentiated Instruction	No cost	Administrative evaluation	Increased student performance
Action Step 4	Teachers will be trained in the implementation of the Stanford Math Program. They will engage students in the lessons in order to be prepared for various testing and content.	August 2013- May 2014	All Math Teachers	Web-based internet program	No cost for training the Math coach will train teachers.	Administrative visits, classroom observations, alignment of lesson plans to curriculum guides	Increased student performance
Action Step 5	The Math department will implement the Stanford Math program and Destination Mathematics as interventions for at-risk and failing students in all math classes.	September 2013- May 2014	All Math Teachers	Computer Software and access to class computers for students	Basic Education plan funding will cover cost of 50 computers, 2 printers, drops, and site licenses.	Regular evaluations by Administrators, Regional Math Coach and Instructional Facilitator	Increase student achievement in Mathematics.
Action Step 6	Students enrolled in all math classes will take the Discovery Formative Assessment test three times a year to monitor mastery of Performance indicators.	Oct. 2-5 Nov. 27-30 Feb. 26-Mar. 1	All Math teachers	Formative assessment calendar	The Discovery Assessment testing is being paid by MCS district budget.	The test will be analyzed to gauge individual student, class and instructor progress toward a proficient score.	Increase TCAP Math scores on test.
Action Step 7	Teachers will participate in peer coaching experiences with job-embedded training	Quarterly 2013-2014	Identified teachers	Substitute teachers	SIG \$1,615	Administrative visits, classroom observations, and a review of lesson plans.	Increased test scores/meeting/ exceeding (AMO)
Action Step 8	The teachers will infuse TCAP Coach material as well as the online models into the curriculum.	Varies by lesson content August 2013- May 2014	All Math teachers	TCAP Coach material	Previously purchased, no current cost to the school	Class Observation, Online assessment, Individual and class reports,	Increase student achievement

						Lesson plans	
Action Step 9	ESL teachers and SPED inclusion teachers will collaborate weekly with regular education teachers to scaffold instruction for ELLS and SWDs.	October 3, 2013- April 18, 2014	All Teachers	PLC agenda	No Cost	Administrative visits, classroom observations, dept. meetings, and review of lesson plans TEM Rubric (Teach 1-7, CLE 1-4)	Increased student achievement
Action Step 10	Math Tutors will provide intervention for students identified by summative and formative assessments.	August 2013-May 2014	Administrative staff	Retired teachers	\$10,350 (SIG)	Monitoring and evaluations will be performed by the administrative team and Instructional Facilitator	Increased test scores/meeting/ exceeding (AMO
Action Step 11	Teachers will be required to complete weekly lesson plans modeling the new TEM 3.0 template. All teachers will attend monthly meetings with their district content specialists. The specialists will model lessons, observe classes, and provide support to the teachers within their realm of expertise.	August 2013-May 2014	All Teachers	TEM 3.0 lesson plan and district monthly meeting schedule	No Cost	Monitoring and evaluations will be performed by the administrative team and Instructional Facilitator	Increased test scores/meeting/ exceeding (AMO
Action Step 12	Teachers will incorporate CPS and Smart Boards, along with technology-based instruction into mathematics classrooms to enhance instruction and effectively use diverse forms of technology to increase student interest.	September 2013 – May 2014	David Perry – Innovative Technology and district staff	Smart Board/CPS Training and District-wide Technology Conference	SMART Boards and CPS systems have already been purchased	Lesson Plans, classroom observations and CPS Generated Reports	Increase student achievement
Action Step 13	Regular and Special Education teachers will co-teach in Math 6, 7, and 8, grade classes	August 2013– May 2014	Math instructors	Team teaching and Co-teaching	The SPED instructors are full staff members and are funded through MCS. They co-teach with regular ed. teachers.	Monitoring and evaluations will be performed by the administrative team, Regional Math coach and Instructional Facilitator	Increase student achievement
Action Step 14	Instructional Staff will be provided signing bonuses.		Principal	Certified teachers	SIG \$38,455	TEM	All certified staff level 4 or 5 as rated by TEM

Action Step 15	The school will provide all students enrolled in 6 th 7 th and 8 th Grade Math a TI-73 or TI-84 graphing calculators to be used daily.	Daily August 6, 2013 – May 24, 2014	Math instructors	Calculators, TI-73 and TI-84 tutorial materials	100 TI-73 calculators and software will be purchased with Title I funds. \$13,469.00	Class Observation, test assessment using calculators	Increase student achievement
Action Step 16	The school will provide 83% of 6 th grade, 80% of 7 th grade, and the entire 8 th grade population schedules to accommodate tutoring, intervention, and enrichment.	October 2013– May 2014	Math instructors	Curriculum Guides/Lesson Design forms	Formative assessments and TCAP Coach material	Monitoring and evaluations will be performed by the administrative team and Instructional Facilitator	Increased test scores/meeting/ exceeding (AMO)
Action Step 17	The school provides all students enrolled in 6 th , 7 th , and 8 th grade Math with a 30 laptop cart that students will use daily.	Daily August 6, 2013 – May 24, 2014	Math instructors	30 Laptop cart with licenses	30 laptop cart and licenses will be purchased with Title I funds \$30,000.00	Class Observation, test assessment using laptops	Increase student achievement
Action Step 18	The teachers will host a Family Math & Science Night each semester to increase parental involvement, improve parent support for mathematics, and promote higher student academic achievement in mathematics and science.	November 12, 2013 and March 25, 2014	Math and Science instructors Parent Counselor	TI-Calculators Gateway Materials and TCAP Materials	Reproduction of materials and supplies \$350 (Title I Funds)	Hands on activities, student presentations, and Student academic progress reports	Meet/exceed requirements for (AMO)
Action Step 19	Teachers will gain skills from research-based practices of math concepts to use in increasing student involvement and interest in math in order for them to comprehend the importance of increasing their test scores.	November 2013–May 2014	Math instructors	Monthly District Collaborative	MCS provides the collaborative	Presentations on what the attendee gained from the conference and how it can be implemented to increase academic achievement.	Increase teacher knowledge and improve student achievement.

GOAL 3 – Action Plan Development (Science and Social Studies)

Template 4.1 – (Rubric Indicator 4.1) Revised DATE: 3/8/2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Our goal is to continue to improve the percent proficient/advanced on the annual TCAP Science Achievement Test. Treadwell Middle School’s Science achievement scores on the 2013-2013 TCAP test for 6th—8th graders (All subgroup) will increase from 20% in 2011-2013 to our Stretch Goal of 28%, moving at least 10% more students to proficiency. Achieving our Science Stretch Goal will exceed the state AMO goal for Treadwell Middle School of moving an additional 6.25% of students to proficiency by reaching 25% proficient/advanced.

Which need(s) does this Goal address?

The 6th, 7th and 8th grade TCAP Science and Social Studies proficient/advanced percentages must exceed the state’s Estimated School Mean NCE Gain.

How is this Goal linked to the system’s Five-Year Plan?

1. To create academically challenging, safe, supportive and effective learning environments.
2. To establish high levels of accountability for academic performance throughout the system.
3. To create a climate system-wide that is sensitive and responsive to the needs of an
4. Increasingly diverse student and community population.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step 1

The **teachers** will analyze student performance data, including TCAP pre/post assessments to measure instructional effectiveness, identify strengths and weaknesses, and plan for instruction.

Bi-weekly department Meetings, from August 2013-2014

Pre/Post test given in August

All teachers

Formative Assessment Tests created by teachers from COACH materials

COACH books
No cost

Administrative staff will evaluate test data.

Increased student test scores

Action Step 2

The **teachers** will receive training in analyzing data such as AMO for Achievement Scores,

August 2013- May 2014

District Professional

Assessing Student

No Cost.
Materials located

Administrative visits, classroom

Improved student achievement on annual

	Discovery and Folio Reports.		development	Outcomes – Performance Assessment Using the Dimensions of Learning Model	in Title I office.	observations, review of lesson plans	tests such as TCAP Achievement Test
Action Step 3	Teachers will utilize the Electronic Chalkboard Classroom Performance System to increase technology-based instruction, student motivation, and active student engagement in learning activities.	August 2013- May 2013 school year	District Technology Staff Instructional Facilitator	District-wide Technology Conference	No Cost. CPS system and training provided by SIP Grant and MCS.	Administrative visits, Classroom observations	Increased student performance
Action Step 4	Teachers will participate in training with Mike Kuczala to change the dynamics of the classroom from the traditional setting to a newfound kinesthetic setting. They will learn how to effectively implement brain-based teaching, differentiated instruction, and motivation inside of the classroom.	September 14, 2013	Instructional Facilitator Administrators All Teachers	Materials provided by Mike Kuczala	\$1500	Administrative visits, Classroom observations	Increased student performance and engagement in classes
Action Step 5	The teachers will host a Family Curriculum Night to increase parental involvement, improve parent support for science, and promote higher student academic achievement in science and social studies.	December 11, 2013	All Science, Math, Reading/Language Arts, and Social Studies teachers	Coach TCAP	Materials and supplies \$1000 for the department (Title I)	Curriculum Fair Observations of student projects and test assessment on core subject.	Increased test scores/meeting/ exceeding (AMO) and Parental Involvement
Action Step 6	Teachers will be required to complete weekly lesson plans modeling the new TEM 3.0 template. All teachers will attend monthly meetings with their district content specialists. The specialists will model lessons, observe classes, and provide support to the teachers within their realm of expertise.	August 2013-May 2014	All Teachers	TEM 3.0 lesson plan and district monthly meeting schedule	No Cost	Monitoring and evaluations will be performed by the administrative team and Instructional Facilitator	Increased test scores/meeting/ exceeding (AMO)
Action Step 7	Teachers will gain experience by learning the latest historic developments, and discover techniques to ensure that the Common Core Standards are effectively implemented in the Social Studies classroom. This should also impact students' knowledge of social studies.	November 14-18	Social Studies teacher	NCSS, National Council of Social Studies	Conference Funded with funds provided by the district's Social Studies Department	Presentations on what the attendee gained from the conference and how it can be implemented to increase academic achievement.	Increase teacher knowledge and improve student achievement.

GOAL 4 – Action Plan Development (Behavior)

Template 4.1 – (Rubric Indicator 4.1) Revised DATE: 3/8/2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Treadwell Middle School will decrease the suspension rate by 5% to ensure a safe and secure learning environment for the students, faculty, staff, and community.

Which need(s) does this Goal address?

Treadwell Middle school is addressing the need of safe schools a district and state initiative. NCLB benchmarks.

How is this Goal linked to the system's Five-Year Plan?

1. To strengthen the family/school/community partnership to support the academic, social and emotional development of all students.
2. To create a climate system-wide that is sensitive to the needs of an increasingly diverse student and community population.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
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Action Step 1

Students and **parents** are provided instruction, assistance, and incentives to increase positive behavior in our school. The PBIS Positive Behavior Interventions and Support. Is a district wide initiative.

September 2013 to May 2014 for routine assistance; Individual meeting January – May 2014

PBIS Team, Guidance Counselor, parents, and students

S-Team meeting documents

PBIS teams meet

The District provides documents. Refreshments for parent training \$300.00 x 2 meetings

Attendance at Parent Meetings; parent signatures yearly monitoring of students' completion of plan

Prepare students to become successful citizens ready to contribute to society in a positive manner.

Action Step 2

The **school** schedules speakers for the classroom and personal visits involving career development. Also, career/college day.

September 2013 to May 2014

PBIS Team, Guidance Counselor

Materials provided by the speakers

N/A

Schedules for visits, Evaluation forms for speakers

More students promoted to High school.

Action Step 3

The **school** will provide activities to help students' transition from elementary to middle school

August 2013 – May 2014

Guidance counselor,

Student Handbook

Light refreshments for parents = \$200.00

Parent Approval of Course selection sheets, roster of

Increase parental involvement in course selection and

	<ul style="list-style-type: none">▪ The school will host an Orientation meeting, have Pre-registration during the second semester, and host a Parent Night▪ The faculty will host Open House during the first and third nine weeks.	September 2013	Classroom Teachers	Course selection forms \$162 (Local School Budget)	x 2 = \$400	attendees and pre-registration	transitional process.
		January 2014	All faculty members Administration				

GOAL 5 – Action Plan Development (Attendance)

Template 4.1 – (Rubric Indicator 4.1) Revised DATE: 3/8/2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Treadwell Middle School will continue to meet or exceed the state attendance requirement of 93.0% for All Students. Special Education and ESL students' attendance will increase by 5% for the 2013-2013.

Which need(s) does this Goal address?

Treadwell Middle School will improve attendance rates to comply with federal and state requirements, specifically No Child Left Behind standards.

How is this Goal linked to the system's Five-Year Plan?

1. To work effectively with community agencies to support the physical and social/emotional development and well-being of students
2. To strengthen the family/school/community partnership to support the academic, vocational, social and emotional development of all students.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
August 6, 2013 to May 24, 2014	SMS Coordinator/Attendance Secretary	SMS computer database	No Cost	Monitoring Report/Truancy Letters	Increased student attendance
August 22, 2013	Instructional Facilitator	Professional Journal article, "Preservice Teachers Examine Gender Equity in Teaching Mathematics."	No Cost	Classroom reflection, Feedback from reflections	Increased student attendance and motivation to attend school Increased teacher awareness of equity amongst all students
January 2013 – May	PBIS Team	Guidance	Extended Proposal	Letters and phone	Increased student

Action Step 1

The **school** will utilize the Parent Link system to call parents of students who are absent from school 3 or more consecutive days.

Action Step 2

Teachers will participate in a training on Gender Equity to evaluate their daily practice with all students in the classroom.

Action

The school will implement the PBIS

Step 3	Positive Behavior Intervention and Support Plan.	2014		Counselor Assistant Principals, In School Suspension and Teachers	Saturday Graduate School Intervention Tutoring Program on Saturdays in 2013/2013	calls to parents, Saturday Intervention Parent Link Calls Flyers place in stores and business in the community.	attendance
Action Step 4	Administrators will participate in workshops in dealing with issues surrounding NCLB, the challenges of educating a growing immigrant population, how to increase attendance in schools and the need to meet students, parents and communities prospect.	December 5-7, 2013	Administrators	Principals Conference in Murfreesboro, Tennessee	Conference Funded with Title I funds \$2000 conference fees plus transportation	Presentations on what the attendee gained from the conference and how it can be implemented to increase academic achievement.	Increase teacher knowledge and improve student achievement.
Action Step 5	The school will provide incentives for perfect attendance each nine weeks: 1. Certificates 2. Popcorn and A Movie 3. Eagle Call 4. Students pick from the schools Eagle Buck store. 5. Recognition at honors program 6. Drawing for 5 free passes to a school activity.	October, 2013 to May 23, 2014, by nine-weeks period	Ms. Keela Higgs Administrative staff and all teachers	List of perfect attendees by nine-weeks	Cost of certificates \$100 Incentives parties \$500 (Local School Budget)	Memo to teachers about incentives Attendance at incentive programs	Increased student attendance and positive behavior.
Action Step 6	The faculty will host Open House during the first and fourth nine weeks.	September 2013 January, 2014	Instructional Facilitator and Guidance Counselor	Meeting Agenda	Light refreshments for parents = \$100 x 2 = \$200 (Title I)	Parent/Sign-In sheets and Agenda	Increased parental involvement
Action Step 7	The school will establish a regular calendar and newsletter to stakeholders to market the schools activities and celebrate the successes of students and teachers. Parent Link calls will be made to all parents of school wide activities we will host.	September 2013 May 2014	Ms. Payne, Library Media Specialist	Calendar Newsletter	No Cost	Responses from stakeholders	Increase parental knowledge of school activities
Action Step 8	Instructional Facilitator, Administrator, and Teachers will attend conference sessions	October 1-	Instructional Facilitator	AdvancED Conference,	Conference Funded with Title	Presentations on what the attendee gained	Increase teacher knowledge and

	designed for district level staff and receive accreditation guidelines for the upcoming 2013/2014 External Review.	2, 2013	Assistant Principal	Gatlinburg, TN	I funds \$ 3000.00	from the conference and ensure that Treadwell Middle School meets accreditation for the 2013/2014 school year.	improve student achievement.
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GOAL 6 – Action Plan Development (Transition)

Template 4.1 – (Rubric Indicator 4.1) Revised DATE: 3/8/2013

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal

Our goal at Treadwell Middle School is to effectively transition 6th grade students and parents into the middle school

Which need(s) does this Goal address?

Treadwell Middle School will welcome new students and families into the middle school and inform them of the procedures, policies, and middle school curricula.

How is this Goal linked to the system's Five-Year Plan?

1. To strengthen the family/school/community partnership to support the academic, social and emotional development of all students.
2. To create a climate system-wide that is sensitive to the needs of an increasingly diverse student and community population.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Dec. 2013 - May 2014	School Counselor, Assistant Principal, Principal	Paper for flyers	No Cost	Teacher Call Logs Letters Home	Increase in families choosing Treadwell for Open Enrollment
Dec. 2013 - May 2014	School Counselor, Assistant Principal, Principal	Paper for letters	No Cost	Teacher Call Logs Letters Home	Increase in the number of students choosing to attend Treadwell Middle School
Nov. 2013	Instructional Facilitator	Communication Curriculum	Already purchased from previous funds	Teacher Call Logs Letters Home	Increase parental contact

Action Step 1

The faculty and staff will invite feeder school parents and students to visit Treadwell Middle School.

Action Step 2

The faculty will work to keep parents of incoming students informed of progress at Treadwell Middle School.

Action Step 3

Teachers will attend professional development on communicating with parents.

Action Step 4	Faculty and staff will host monthly parent meetings to keep parents informed of activities, school progress, student progress, and how their involvement is essential to student success. They will also update the TSIP and receive feedback from the SBDMC at these meetings.	September 2013-May 2013	Instructional Facilitator	Paper for flyers and light refreshments	\$800.00	Teacher Call Logs Letters Home Sign-in sheets	Increase parental involvement
Action Step 5	The Parent Counselor will provide counseling and support services to parents and guardians	August 2013 – May 2014	Principal	Parent counselor salary/benefits	SIG (\$57,767)	Parent meeting sign-in sheets	Increase parental involvement